



Career Readiness Indicator

Implementation and Accountability Training

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Goals

- Provide rationale for career readiness
- Share background and history
- Explain requirements for implementation
- Outline data reporting and monitoring
- Share suggestions and resources for action planning
- Provide opportunity to share questions and suggestions

➤ Rationale - Success in the New Economy

- Watch the video *Success in the New Economy (OFFICIAL)* via YouTube
- Record:
 - **Three** things you learned
 - **Two** things you found interesting
 - **One** question you still have
- Share out

➤ Rationale - Discussion

- What mind-shifts are required in order for students to be successful in the current economy?
- What are the implications for schools?

➤ Rationale - Statistics

- Today, there are approximately 17,000 unfilled CS and software development jobs in PA.
- 63 percent of jobs in Pennsylvania will require a postsecondary credential by 2025.
- 91 percent of STEM jobs in Pennsylvania require postsecondary education and training.
- In November 2016, the State Board of Education approved a statewide postsecondary attainment goal: **60 percent of Pennsylvanians with a postsecondary credential, certificate, or degree by 2025.**

Sources: Support K-12 CS Education in Pennsylvania. Code.org, <https://code.org/advocacy/state-facts/PA.pdf>;
Code.org Pennsylvania fact sheet, <https://code.org/advocacy/state-facts/PA.pdf>.



➤ Background and History

ESSA Federal Accountability Indicators:

- Percent Proficient and Advanced on PSSA/Keystone Exam
- Meeting Annual Growth Expectations (PVAAS)
- English Language Proficiency
- Graduation Rate
- Career Standards Benchmark
- Chronic Absenteeism

► Background and History

The Future Ready PA Index:

- A more holistic tool for communities to measure school success
- Less reliant on point-in-time standardized test scores
- Comprehensive measures that values school's efforts to help all students learn, grow, and succeed in the classroom and beyond

Federal Accountability – Select indicators from the Future Ready PA Index used to identify CSI and TSI schools as required by ESSA

Educator Evaluation – Building level score as required by Act 82 using current formulas and weightings identified in regulations; not part of Future Ready PA Index

➤ Background and History

Career Education and Work Standards:

22 Pa. Code § 339.31 requires all school entities to have a written plan for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan must be designed to promote equal opportunity and address the guidance service areas outlined in 22 Pa. Code § 339.32, including guidance services provided to AVTSs and implementation of CEW standards. The local board of school directors must approve the plan, and upon request make it available upon to the Secretary of Education.

► Background and History

In 2006, the Pennsylvania State Board of Education promulgated regulations (22 Pa. Code Chapter 4) establishing the state Academic Standards for Career Education and Work (CEW Standards). These standards describe what students should know and be able to do at four grade levels (3, 5, 8 and 11) in four areas:

- Career Awareness and Preparation (Section 13.1);
- Career Acquisition (Getting a Job) (Section 13.2);
- Career Retention and Advancement (Section 13.3); and
- Entrepreneurship (Section 13.4).

➤ Background and History

The Career Readiness Indicator:

- Ensures that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based
- Percent of students who demonstrate meaningful engagement in career exploration and preparation and implementation of individualized career plans through separate, specific measures based on grade-level benchmarks aligned to the Pennsylvania CEW Standards

► Background and History

- The percentage of students who, by the end of grade 5, demonstrate engagement in career exploration and preparation aligned to the CEW Standards, via [PA CareerZone](#) or a locally-designed career exploration and preparation program/curriculum.
- The percentage of students who, by the end of grade 8, create an individualized career plan and participate in career preparation activities aligned to the CEW Standards.
- The percentage of students who, by the end of grade 11, implement their individualized career plan through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW Standards.

➤ Data Reporting and Monitoring

By the end of grade 5, the student has produced six or more pieces of evidence, or at least two pieces of evidence accumulated by the end of grade 3, and at least two pieces of evidence each year in grade 4 and grade 5. Evidence shall be collected in a manner that validates that all four strands of the CEW Standards have been meaningfully addressed.

➤ Data Reporting and Monitoring

By the end grade 8, the student has a career portfolio containing the K-5 grade band evidence and an **additional** six pieces of evidence, or at least two pieces of additional evidence in each of the following: grade 6, grade 7, grade 8. Evidence shall be collected in a manner that validates that all four strands of the CEW Standards have been meaningfully addressed. One of the pieces of evidence for the 6-8 grade band must be the student's individualized career plan.

➤ Data Reporting and Monitoring

By the end of grade 11, the student has a career portfolio containing both the K-5 and 6-8 grade band evidence, and an **additional** eight pieces of evidence, or at least two pieces of evidence each year, collected in the 9-11 grade band that validates all four strands of the CEW Standards have been meaningfully addressed. At least two of these pieces of evidence for the 9-11 grade band must demonstrate implementation of the student's individualized career plan.

▶ Data Reporting and Monitoring

Beginning in 2017-18 school year, report student-level data for the Career Readiness Indicator in PIMS Student Fact Template throughout the school year, until June.

- Enter “Y” in Field 10 of the template if the student meets the criteria.
- Enter “N” in Field 10 of the template if the student does not meet all the criteria.
- During the first year of implement students have at least two pieces of evidence.
- In the second year of implementation and beyond, school entities must demonstrate that students have fully met the criteria defined for each grade span.
- Minimum of two pieces per year per grade band attended

► Data Reporting and Monitoring

- Not all students must have the same pieces of evidence.
- Individualized to student interests and learning styles, transition plans for students in special education programs, and activities for English learners, students in CTE programs, and students in online or alternative education placements.
- Accuracy Certification Statement verifies the accuracy of the data, the successful completion of student evidence, and the quality of the program.
- Statewide assessment monitoring verifies the data reported and/or graded student artifacts.
- Performance is factored into the calculations for Comprehensive or Targeted Support. May be subject to additional auditing for identified schools.

➤ Data Reporting and Monitoring

Discussion:

- What questions do you have regarding reporting and monitoring?
- How will you collect, track and organize evidence?
- What tools are you currently using?

➤ Recommendations

- Partner
- Convene and communicate
- Assess
- Review resources
- Plan

➤ Recommendations - Partner

Partner:

- Local workforce development board
- Chamber of Commerce
- Business education organization
- Career and Technical Center
- Business and industry
- Postsecondary institutions
- Other community partners
- Advisory council
- Intermediate unit

➤ Recommendations - Convene & Communicate

Convene and establish committees

- District
- Grade span

Communicate requirements and expectations

- 2017-18
- 2018-19

➤ Recommendations - Assess

Assess readiness:

- ✓ Chapter 339 K-12 plans
 - Developed?
 - Board approved?
 - Quality and rigor?
- ✓ CEW Standards
 - Integrated?
- ✓ Workplace and postsecondary experiences
 - Available and integrated?

➤ Recommendations - Assess

Chapter 339 K-12 Guidance Plans:
Getting Started, Resources, & Examples

Chapter 339 K-12 Guidance Plans:
Add Quality Rubric or Checklist

➤ Recommendations - Assess

PA CEW curriculum alignment tools:

[PA CEW Standards](#)

[Gap Analysis - Grade K-3](#)

[Gap Analysis - Grade 4-5](#)

[Gap Analysis - Grade 6-8](#)

[Gap Analysis - Grade 9-12](#)

➤ Recommendations - Assess

Workplace and Postsecondary Experiences

- Apprenticeships
- Job Shadowing
- Career Mentorship
- Competitions
- Informational Interviews
- Paid Internships
- Non-paid Internships
- Practicum
- Classroom Speakers
- Visiting Professors
- Dual/Concurrent Enrollment
- Service Learning
- On-campus Learning Experiences
- Student-led Enterprises
- Simulated Workplace Experience
- Paid Work Experience
- Non-paid Work Experience
- Volunteering
- Mock Interviews
- Workplace Tours/Field Trips
- Visits to Two-Year and Four-Year Postsecondary Institutions

Resources

Acceptable Evidence

Table 1 Career Awareness and Preparation Aligned to the CEW Standards Grade Span: K-5		
13.1 Career Awareness and Preparation	<p><u>Recognize</u> and <u>describe</u> the impact of individual and personal interests and abilities on career choices. (A, B)</p> <p><u>Understand</u> that work roles constantly change and <u>relate</u> the impact of change on both traditional and nontraditional careers. (C)</p> <p><u>Identify</u> and <u>describe</u> the variety of career training programs or post-secondary range of options. (D)</p>	
	Sample Instructional Activities	Examples of Student Evidence
	<p><i>The student will engage in standards-based instruction via...</i></p> <p><u>Career Guidance Activities</u></p> <p>Complete an interest inventory and describe how interests will help choose a career. (A, B)</p> <p>Research traditional and nontraditional careers of interest and describe how they have changed over time. (C)</p> <p>After a panel presentation by post-secondary partners, and career and technical center faculty and alumni, identify career and training programs available to prepare for careers. (D)(F)</p> <p>Reflect upon interviews with adults or others to create a "what is important to me in a career" list, such as salary, hours, benefits, etc. (E)</p> <p>Following a presentation by high school students who shared their career goals and career plan components, explain how interests, abilities and other factors impacted their career choices. (G)</p> <p>Create a list of personal interests and strengths and describe how they match personal career choices. (H)</p>	<p><i>The student will successfully complete... See "Definitions" – need to clarify what we mean by "successfully complete."</i></p> <p>Written Reflection</p> <p>Infographic</p> <p>Oral Presentation or Performance Rubric</p> <p>Interview</p> <p>Research Report</p> <p>Graphic Organizer</p> <p>Career Inventory</p> <p>Aptitude Assessment</p> <p>Reflection Statement</p> <p>Resources:</p> <p>www.pacareerzone.org</p> <p>www.cdws.state.pa.gov</p> <p>www.gettingthemthere.com</p>



Resources

CEW 101 Resources:

[CEW 101, Activities K-3](#)

[CEW 101, Activities, 6-8](#)

[CEW 101, Activities 9-12](#)

Resources

“I” Statements for Curriculum Integration and Portfolio Development

Grades K-3

Grades 4-5

Grades 6-8

Grades 9-12

Resources - www.pacareerzone.org



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DEPARTMENT OF EDUCATION

> Team Planning

Prioritize identified needs

Review resources

Develop Action Plan:

Year one

Years three to five

➤ Questions or Suggestions?

The mission of the Department is to academically prepare children and adults to succeed as productive citizens. The Department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.



Send questions and suggestions to: ra-edfuturereadypa@pa.gov